



## The Early Years Foundation Stage (EYFS) Curriculum

**Vision Statement at Galley Hill Primary School and Nursery** Our vision is to develop **resilient** learners who:

- Are **curious** about the world around them
- Have **high aspirations** for themselves and the wider world
- And **persevere** to achieve their goals.

### Mission Statement

At Galley Hill Primary School and Nursery

- We are a learning community that respects and celebrates each other's differences and individuality.
- We create a safe environment that is welcoming, collaborative and sets high expectations.
- We provide opportunities to develop independent, enthusiastic and reflective learners.
- We ensure teaching challenges, inspires and engages all.
- We work together to deliver a broad and balanced curriculum that is thought-provoking, encourages questioning and nurtures the imagination.

### Galley Hill Expectations

- Be respectful.
- Be safe
- Be your best

### Galley Hill Values

Courage	Caring	Empathy	Thankfulness
Perseverance	Patience	Honesty	Forgiveness
Respect	Co-operation	Responsibility	

### Our Early Years curriculum is planned and sequenced using:

Development matters  
 Core text approach  
 Children's experiences and needs  
 Festivals and community celebrations  
 Parent/carer information

Adult knowledge  
 Sequenced units of work in phonics, maths RE and PE  
 In the EYFS, the children learn new skills and knowledge and demonstrate their understanding in the 7 areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We provide a curriculum that meets the needs of all our children. It is regularly reviewed to ensure that they develop the core skills they need to meet the following curriculum ambitions. We have drawn these up specifically for our context:

**Galley Hill Primary School and Nursery Early Years Curriculum ambitions**

<b>Intent</b> <b>End of Early Years curriculum ambitions.</b> <i>What we want our children to leave Early Years with:</i>	<b>Implementation</b> <i>What we will put in place to achieve this</i>
<b>The confidence to communicate effectively in a multitude of ways, including through music and performance.</b>	<ul style="list-style-type: none"> <li>• High quality adult led sessions.</li> <li>• Sessions planned to promote and teach communication, including the use of visuals.</li> <li>• Explicit teaching of vocabulary.</li> <li>• Adults who take time to respond and model positive conversational language.</li> <li>• Adults will help children learn the correct ways of forming sentences, repeating the sentence back correctly.</li> <li>• Children to have the opportunity to share experiences and successes with their class and others.</li> <li>• Children to share experiences in their class assembly.</li> <li>• To take part in a nativity performance.</li> <li>• Role play and small world activities will be available for pupils to practice speaking and communicating.</li> <li>• Daily opportunities to sing and practice rhymes.</li> </ul>

<p><b>An excitement about books and the skills of narrative sequencing, retelling and making up stories</b></p>	<ul style="list-style-type: none"> <li>• High quality books and core texts will be provided.</li> <li>• Adults who are excited by reading, read and tell stories daily.</li> <li>• Provide attractive and engaging reading areas.</li> <li>• Teach and provide story sequencing cards, story maps, puppets and situations that will encourage and promote story telling.</li> </ul>
<p><b>An understanding of how to be successful as a member of a community, taking pride in their own and others' cultural heritage.</b></p>	<ul style="list-style-type: none"> <li>• Provide explicit praise for kindness.</li> <li>• Teach about acceptable boundaries using stories, puppets and visual prompts.</li> <li>• Teach and model how to speak to each other when playing and when disagreeing.</li> <li>• Provide circle time and explicitly teach about emotions.</li> <li>• The use of The Colour Monster to teach about emotions and feelings.</li> <li>• Share celebrations (cultural, religious and personal).</li> <li>• Provide experiences through visitors, music, dance and stories.</li> </ul>
<p><b>A relationship with the natural world, knowing how things develop and grow around them.</b></p>	<ul style="list-style-type: none"> <li>• Regular woodland sessions which include how to respect and look after nature.</li> <li>• To experience, explore and discuss the changing of the seasons and nature's life cycles.</li> <li>• To plant, look after and grow a plant.</li> <li>• Teaching how to, and having the opportunity to, look after school chickens.</li> </ul>
<p><b>The knowledge of how to be independent in caring for themselves and how to grow to be safe and healthy.</b></p>	<ul style="list-style-type: none"> <li>• Teaching and supporting how to put on and take off clothes independently.</li> <li>• Teach how to stay healthy and offer healthy choices in the setting (includes healthy snack and water).</li> <li>• Teaching specific skills and knowledge about teeth brushing, regular exercise, a good sleep routine, sensible amount of screen time and road safety.</li> <li>• Encouraging toilet independence and teaching the skill of washing hands.</li> </ul>
<p><b>To have developed their gross and fine motor skills so they can form letters correctly using an effective pencil grip.</b></p>	<ul style="list-style-type: none"> <li>• A range of resources and experiences planned to promote gross motor development.</li> <li>• Offer explicit teaching and engaging resources to develop fine motor control.</li> <li>• Provide lots of opportunities to see names and the letters from their names in the environment.</li> <li>• Teaching how to use a tripod grip to hold a pen or pencil.</li> </ul>

Our curriculum is designed to develop the characteristics of effective learning:

### **Creating and thinking critically**

### **Active learning**

### **Playing and exploring**

#### **Intent**

We believe every child is unique. All children come into our setting with their own experiences and interests and will learn at different rates. We provide a safe and nurturing environment where play and learning are combined. It is our intention that our children will become independent and confident learners who will persevere, be resilient and interact positively with others.

We aim to provide a curriculum that is rich in language and vocabulary that allows children to experience a variety of high quality texts, shared by enthusiastic and engaging adults. We provide children with opportunities to learn, practise and secure new skills, providing challenge and scaffolds to enable children to succeed.

#### **Implementation**

- Our curriculum is broad and balanced and designed to meet the needs of our pupils.
- We create a language rich environment using stories, rhymes, songs and quality positive interactions between adults and children.
- Children are introduced to a selection of quality texts using our core texts. These are supplemented with daily stories and rhymes.
- Children experience the systematic teaching of phonics through the use of Super Sonic Phonic Friends scheme.
- We follow White Rose Maths Scheme of Learning, embedding a deep understanding of number, number patterns and the use of mathematical language.
- Children have the opportunity to apply their learning to real life experiences such as role play, water, sand and construction areas. They use resources such as numicon, natural resources and measuring equipment.
- Children learn through a balance of adult directed teaching and child initiated learning.
- Children will be taught specific skills with the opportunity to practise these skills in the indoor and outdoor provision. Adults use our core skills journey planners to ensure the children are being taught the next stage in their skill development.
- Adults will interact with the children's learning through play when appropriate through talking, modelling, questioning, explaining and encouraging. Children will be encouraged and challenged to problem solve.
- Our children receive regular outdoor woodland sessions throughout the school year. This enables them to understand the natural world, life cycles and how to care for the school chickens. The children plant seeds and look after plants.
- Indoor and outdoor environments are designed to support the development of children's gross and fine motor skills. They have access to fine motor activities each day and develop their core muscles through physical play in the climbing outdoor area.
- We encourage parental engagement as we know that our parents play a crucial role in their child's education. Parents can see their child's learning moments through their online learning journal, Tapestry. Parents can also use Tapestry to tell us about home learning and experiences.

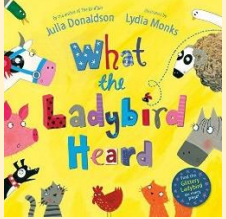
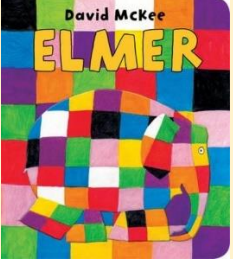
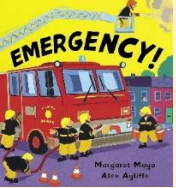
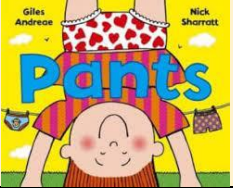
#### **Impact**

- When children start in Early Years they are assessed by their teachers to create a baseline assessment.

- At the beginning of the Reception year all children are assessed using the Reception Baseline Assessment.
- These are used as starting points to plan and deliver learning to meet the individual needs of the children in the cohort.
- At the end of Reception all children are assessed using the Early Years Foundation Stage Profile.
- Through high quality teaching and adults having an excellent knowledge of every child, our pupils will have been supported to reach their potential, regardless of their background or circumstance.
- Our curriculum and curriculum ambitions are reviewed and adjusted regularly to meet the needs of our current children's needs and interests.



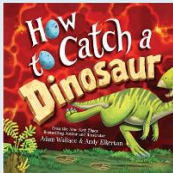
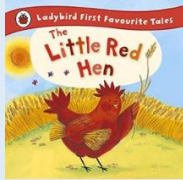

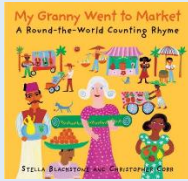
## Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	<b>All about Me</b> Ourselves & our senses	<b>Festivals and Celebrations</b> Festivals & celebrations in my family (to include fireworks and Christmas)	<b>Transport and people who help us</b>	<b>Traditional Tales</b>	<b>Growing</b> (to include planting a seed- bean and cress)	<b>Animals</b> (farm animals & pets)
Core books	Owl Babies-Martin Waddell   Brown Bear Brown Bear What do you see? - Bill Martin Jr/ Eric Carle	Ebook- Sparks in the Sky   Kippers Birthday- Mick Inkpen	Mr Gumpy's outing John Burningham   Astro girl- Ken Wilson-Max 	Goldilocks  The Three Little Pigs   The Three Billy Goats Gruff- My Very First Storytime	Jaspers Beanstalk- By Nick Butterworth   Jack and the Beanstalk 	Farmer Duck Martin Waddell And Helen Oxenbury   What the Ladybird Heard Julia Donaldson

	 <p>Bill Martin Jr / Eric Carle Brown Bear, Brown Bear, What Do You See?</p>	 <p>30 years of Kipper Kipper's Birthday Mick Inkpen</p>	<p>The Train Ride June Crebbin</p>  <p>June Crebbin — Stephen Lambert</p>	 <p>My Very First Story Line The Three Billy Goats Gruff A Read-Aloud Story to Share</p>	<p>Titch Pat Hutchins</p>  <p>TITCH by PAT HUTCHINS</p>	 <p>What the Ladybird Heard Julia Donaldson Lydia Monks</p>
	<p>Elmer-David McKee</p>  <p>David McKee ELMER</p>		<p>Emergency- Margaret Mago and Alex Ayliffe</p>  <p>EMERGENCY! Margaret Mago Alex Ayliffe</p>			
	<p>Pants-Giles Andreae</p>  <p>Giles Andreae Nick Sharratt Pants</p>					
Core Rhymes and Songs	Hello song	Twinkle twinkle little star	Wind the bobbin up	Row row your boat	The wheels on the bus	Incy wincy spider
Key Vocabulary	My family: Mummy, daddy, family, me, home.	Fireworks, people, birthday, party, Christmas, celebrate.	People, helping, firefighter, police officer, police, fire, ambulance,	Stories, tales, name of topic books, character names e.g. Goldilocks, who, what, how, when.	Bean, <i>seed</i> , grow, growing, beanstalk, <i>plant</i> , planting, soil,	Farm, <i>animals</i> : pig, <i>duck</i> , <i>duckling</i> , hen chicken, cow, sheep. <i>Kitten</i> , <i>cat</i> , <i>dog</i> , <i>puppy</i>

Myself: body, <i>legs, arms, tummy, feet, hands, eyes, nose, mouth, hair, face, head, ears, knees, neck, elbow,</i> My senses/colours: red, yellow, green, blue, smell, see, hear.		paramedic, trains, cars, lorries, bikes.		<i>water, sun/light, leaf, tree, flower</i>	
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## Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	<b><i>Ourselves</i></b> All about us and our local community	<b><i>Colour, Light and Celebrations</i></b> Festivals & celebrations in my family (to be guided by cohort) and the world (to include Diwali, Christmas) -World Nursery Rhyme Week	<b><i>Dinosaurs</i></b>	<b><i>Once Upon a Time</i></b> Traditional tales	<b><i>Growth and change</i></b> (to include lifecycles, caterpillars to butterflies, egg to chicken, keeping healthy inc dental hygiene)	<b><i>Big wide world</i></b> (travel to different countries looking at environments, cultures/animals)
Core Books	Once There Were Giants-Martin Waddel  Martha Maps it out- Leigh Hodgkinson	The Colour Monster- Anna Llenas (recognise and identify emotions in others- how to change)  The Story of Rama and Sita- Malachy Doyle	How to catch a dinosaur- Adam Wallace  If I had a dinosaur- Alex Barrow	The Little Red Hen- Ladybird Picture Book  The Gingerbread Man- Ladybird Picture Book	The Very Hungry Caterpillar- Eric Carle  Olivers Vegetables- Vivian French	My Granny went to Market- Stella Blackstone  A place called home- Kate Baker

	 <p>In every house in every street- Jess Hitchman</p>  <p>A handful of buttons- Carmen Parets Luque</p> 	 <p>The Owl who was Afraid of the Dark-Jill Tomlinson</p>  <p>The Nativity Story- E-book</p>	 <p>Dear Dinosaur- Chae Strathie</p>  <p>Dinosaur-poem 'I'm a Mean Old Dinosaur'</p> <p><b>Non fiction</b></p>  <p>My First Book of Dinosaurs- Zoe Ingram</p>	 <p>The Gruffalo- Julia Donaldson</p>  <p>Chick Chick Chicken</p>	 <p><b>Non fiction</b></p> <p>Lifecycles From Caterpillar to Butterfly</p>  <p>Lifecycles From Egg to Chicken</p>  <p>There's a tiny caterpillar on a leaf</p> <p>Little Arabella Miller</p>	 <p>Coming to England- Floella Benjamin</p>  <p>Hello to all the children of the world</p>
<p>Core Rhymes and Songs</p>	<p>5 Little monkeys</p>	<p>If you're happy and you know it. Nursery Rhymes from WNRW 2023 Jack and Jill</p>	<p>I'm a mean old dinosaur</p>	<p>Chick Chick Chicken</p>	<p>There's a tiny caterpillar on a leaf</p> <p>Little Arabella Miller</p>	<p>Hello to all the children of the world</p>



		<p>The Wheels on the Bus Row, Row , Row your Boat Head, Shoulders, Knees and Toes Hickory, Dickory, Dock Songs from Nativity performance: Little Donkey, Go Tell it on the Mountain, It was on a Starry Night</p>				
Key Vocabulary from core texts	<p>baby, toddler, child, teenager, adult, elderly, family, similarity, difference, mum, dad, sister, brother, grandma/nan, grandad, uncle, aunty, cousin, beginning, middle, end, different, unique, special, roof, windows, door, steps, walls, path, road, kitchen, dining room, living room, lounge, bathroom, bedroom</p>	<p>Emotions, Happiness/happy, sadness/sad, anger/angry, fear/scared, calm, loved/love, pail, crown, tumbling, trot, caper, struck, row, gently, stream, rocking to and fro, nocturnal, exciting, kind, fun, necessary, wonderful, beautiful, super, afraid, Diwali, Rangoli, Mehndi, diwa, Christian, Nativity, Jesus, Mary, Joseph, Jesus, Angel Gabriel, Nazareth, Bethlehem, innkeeper, stable, manger, shepherds, wise men, gifts, gold, frankincense, myrrh,</p>	<p>Dinosaur, extinct, vegetarian, meat eater, carnivore, plant eater, herbivore, omnivore, volcano,, trap, dinosaur names, museum, fossil. Letter, fiction, non fiction, index, contents page, question</p>	<p>Beginning, middle, end, characters, once upon a time, fiction, non-fiction, hen, ear of corn, 'not I', sleek, plump, weeded, watered, preening, snoozing, mill, windmill, ground, flour, curled up, sneaky, gleeful, eager, oodles, Easter, Jesus, Christian, celebrate, church, cross, eggs, Eid, fast, Ramadan, Muslim, lanterns, Qur'an, nest, ingredients, recipe, baker, oven, chase, ginger paws, chat, clever, wink, sly, bushy, tossed, gaping, character</p>	<p>Glossary, index, contents page, non fiction, fiction, Egg, chicken, beak, hen, rooster, chick, life cycle, nest, brooding, shell, hatch, caterpillar, butterfly, egg, wing, symmetrical, chrysalis, metamorphosis, nectar, healthy, vegetables, vitamins, potato, carrot, spinach, rhubarb, cabbage, beetroot, peas, <i>root, stem</i></p>	<p>Trinidad, island, mischief, ship, iceberg, city, flying carpet, World, wooden, apartment, flat, home, house, jungle, rainforest, grasslands, hut, canal, houseboat, desert, nomads, tent, underground, burrow, outer space, astronaut, rocket</p>
Other Key vocab	<p>Yesterday, today, tomorrow, now, next, then, after, before</p>		<p><i>pull, push, squash, squeeze, stretch</i></p>			
<p>Computing- <i>battery, electricity, switch</i> Music- percussion, instrument, dance and movement, voice, vocal, long, short, pitch (high and low), pulse and beat</p>						

PE- march, run, heels, toes, spin, side step, directions, hopscotch, forwards, backwards, walk, jog, gallop, skip, height, change, freezing, squat, balance, bending, jump, star, pencil, catch, throw, roll, copy, kneeling, bounce, clap, chase  
DT- cut, stick, cutlery, knife, fork, spoon, scissors, material, thread, glue, texture, feel,

As children in Nursery can join mid-term, they will be assessed on their skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

### **Communication and Language**

This Prime area is split into two further areas: speaking and listening, attention and understanding. Communication and Language is embedded in our practice and provision continuously through both adult led learning and child-initiated learning. We provide a language rich environment, to help develop children's confidence and skills in expressing themselves, allowing them to speak and listen in a range of situations. Speech is embedded in our practice and provision continuously through adult-led and child-initiated learning. The children have daily opportunities to discuss topics with a partner, in a small groups or as a whole class. Within each theme and topic, adults will introduce new vocabulary and key words for children to learn and practise using. We promote an inclusive and respectful environment, where children feel able to express their ideas and share their thoughts with others. Adults will model language, new words and extend speech, while encouraging children to ask questions or explain their thinking.

The children play with small world resources like the farm, dolls house, garage etc. where they can use their imagination and introduce their own narratives into their pretend play. Role-play situations like the home corner, shop and mud kitchen facilitate the children's ability to act out real life situations with their friends and develop their communication and language skills. Reading areas and books are always available for the children to talk about familiar stories and retell these stories in their own words. Story props are used to promote speaking through familiar characters in the stories we read and act out. Different malleable and messy play activities are incorporated into well planned activities that encourage the children to investigate and explore different concepts.

The children have daily opportunities to discuss ideas with their peers, in a small group or as a whole class. Their learning and thinking are extended through good quality questioning, and they are encouraged to ask questions or explain their thinking. Adults will model language and talking or responding to questions in full sentences, where appropriate. Children are frequently read with and engage in stories, non-fiction, rhymes and poems which provides opportunities to use and embed new words in a range of contexts. Children will have daily, developmentally appropriate opportunities to practise their listening skills, within adult-led activities and group times. Attention skills will be modelled and promoted through clear instructions and good quality questioning. We have daily activities to develop attention and concentration skills. We share stories that help develop listening skills and discussions.

**Nursery**

<p><b>Speaking</b></p> <p><b>Listening, attention and understanding</b></p> <p><b>Knowledge and Skill Progression</b></p>	<p>To be able to use simple sentences, sometimes with irregular tenses and word endings.</p> <p>To be able to use some correct pronunciation.</p> <p>To talk to familiar people, they know well.</p> <p>Use limited and familiar vocabulary when speaking.</p> <p>To be able to sing some familiar songs.</p> <p>To be able to talk to others, sometimes moving from one topic to the next.</p> <p>To begin to use talk in their play.</p> <p>To be able to listen to short familiar stories, with the help of pictures.</p> <p>To start to recall some key facts from a familiar story.</p> <p>To be able to understand simple questions.</p> <p>To be able to follow simple one-part instructions.</p> <p>To be able to concentrate for short periods of time on an activity of their own choosing.</p>	<p>To be able to use longer sentences of four or six words, using some conjunctions.</p> <p>To develop their pronunciation but may not pronounce some sounds.</p> <p>To be able to talk to an adult or a friend and continue it for several turns.</p> <p>To be able to use a wider range of vocabulary and learn some new words.</p> <p>To be able to sing familiar songs and several new ones.</p> <p>To start a conversation, speaking about a topic for longer periods.</p> <p>To use talk to organise themselves and their play.</p> <p>To be able to listen to several stories for a longer period, remembering some simple key facts.</p> <p>To start to sequence a familiar story, recalling the start, middle and ending, using pictures or props to support.</p> <p>To be able to understand simple 'what', 'who', 'when' questions.</p> <p>To be able to follow and understand two-part instructions.</p> <p>To be able to concentrate for longer periods of time.</p>	<p>To be able to use their communication skills to talk for longer periods, using mostly correct common tenses and plurals.</p> <p>To develop their pronunciation, mostly using the correct sounds.</p> <p>To have a conversation with a range of people, including some they are less familiar with.</p> <p>To be able to use a wide range of vocabulary, including new words and phrases.</p> <p>To be able to sing a wide range of rhymes and songs, suggesting new ones.</p> <p>To have several conversations with others, talking about a range of topics.</p> <p>To be able to use extended vocabulary and talk during their play with others, sharing ideas and thoughts.</p> <p>To enjoy listening to longer stories and remembers what happens.</p> <p>To be able to recall the correct sequence of a variety of stories.</p> <p>To be able to understand a range of questions, including some 'why' and 'how' questions.</p> <p>To be able to understand extended instructions, following them correctly.</p> <p>To be able to concentrate for extended periods of time, remaining engaged.</p>
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<b>Reception</b>					
<p>To begin to respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.</p> <p>To begin to learn new vocabulary linked to books and themes and use throughout the day.</p> <p>To begin to describe events connecting one idea with another.</p> <p>To begin to use talk to help to work out simple problems to organise thinking and use this to begin to explain how things work and why.</p> <p>To begin to listen to and learn songs and rhyme and how they sound.</p>	<p>To respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.</p> <p>To learn new vocabulary linked to books and themes and use more confidently throughout the day.</p> <p>To describe events more confidently connecting one idea to another beginning to use connectives.</p> <p>To use talk more confidently to help to work out simple problems to organise thinking and use this to begin to begin to explain how things work and why.</p> <p>To listen more carefully to and learn songs and rhyme how they sound.</p> <p>To engage in story times and in non-fiction books for a longer amount of time, join in with repeated</p>	<p>To begin to understand how to listen carefully with or without visual prompts and why listening is important in a range of situations.</p> <p>To begin to use new vocabulary learnt linked to books and themes more confidently throughout the day and begin to ask questions to find out more.</p> <p>To talk about events in detail confidently connecting one idea to another using connectives more confidently.</p> <p>To use talk confidently to help to work out problems to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs and rhyme with</p>	<p>To continue to use the skills learnt to listen carefully with or without visual prompts and understand why listening is important in a range of situations.</p> <p>To use new vocabulary learnt linked to books and themes more confidently throughout the day and begin to ask questions to find out more.</p> <p>To talk about events in detail confidently connecting one idea to another using a wider range of connectives more confidently.</p> <p>To use talk confidently to help to work out problems to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of</p>	<p>To begin to explain the skills needed to listen carefully and why it is important to listen in a range of situations.</p> <p>To begin to recall vocabulary learnt linked to previous books and themes and build on these using well-formed sentences and by asking questions.</p> <p>To talk about and describe events in detail connecting ideas using a wider range of connectives and confidently continue to use sequencing words such as before and next.</p> <p>To talk about problems and thinking to explain how things work and why.</p> <p>To listen carefully to</p>	<p>To explain the skills needed to listen carefully and why it is important to listen in a range of situations.</p> <p>To recall vocabulary learnt linked to previous books and themes and build on these using well-formed sentences and by asking a range of questions.</p> <p>To talk about and describe events in detail connecting ideas using a wider range of connectives and confidently continue to use sequencing words such as before and next.</p> <p>To confidently talk about problems and thinking to explain and why things work.</p> <p>To listen carefully to and learn a wide range of songs and rhyme paying attention to how they sound and to talk about what they hear.</p>

	<p>To begin to engage in story times and in non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.</p> <p>To begin to hear some simple social phrases for example 'Good morning'. Saying 'please' and 'thank you' following prompts.</p>	<p>actions and phrases.</p> <p>To hear and begin to learn some simple social phrases for example 'good morning'. Saying -please and thank you without being reminded.</p>	<p>increased attention to how they sound.</p> <p>To engage in story times and in non-fiction books, joining in with repeated actions and phrases. To begin to retell parts of stories begin to recall information they have just heard.</p> <p>To hear and learn some more complex social phrases for example 'Good morning. How are you?' Saying please and thank you.</p>	<p>songs and rhymes paying attention to how they sound.</p> <p>To engage more intently in story times and in non-fiction books, joining in with repeated actions and phrases. To retell parts of stories and recall information they have just heard.</p> <p>To hear and learn some more complex social phrases and begin to use them. For example, 'Good morning, it is lovely to see you'</p>	<p>and learn a wide range of songs and rhyme paying attention to how they sound and begin to talk about what they hear.</p> <p>To engage more intently in story times and in non-fiction books, joining in with repeated actions and phrases. To begin to retell stories and recall information they have just heard and begin to use comprehension skills to talk about them further.</p> <p>To hear, learn and use social phrases in different contexts. For example, Good afternoon. How was lunchtime?'</p>	<p>To engage intently in story times and in non-fiction books, joining in with repeated actions and phrases. To retell stories and recall information they have just heard and use comprehension skills to talk about them further.</p> <p>To hear, learn and use social phrases in different contexts. 'Goodbye. I will see you tomorrow, enjoy your evening.' 'Thank you, it is your turn next.'</p>
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**Intent**

Children will be able to:

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **Links to KS1**

**History Year 1- Understanding chronology**

**History Year 1- Historical enquiry**

**English KS1/2- Spoken Language- *Listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary.***

**Year 1 DT- Textiles/Mechanisms- *Develop and communicate ideas by talking and drawing with basic labels. Talk about our design ideas and what we are making. Talk about what we like and dislike about our product.***

### **Personal, Social and Emotional Development**

This Prime area is further split into three further areas: Self-regulation, Managing Self and Building Relationships.

#### **Self-regulation**

We support children to develop a positive sense of themselves and others. They are helped to form positive relationships and develop respect for others, developing their social skills. Children learn how to manage their feelings and understand how to follow school routines. They are encouraged to have confidence in their own abilities and respect other people's needs.

We provide a variety of independent opportunities for children to choose activities and resources for themselves. We plan small and large group activities for children to express their ideas and opinions.

#### **Managing self**

We encourage children to become independent with their health and self-care, making healthy lifestyle choices. They are provided with a healthy snack each day and encouraged to drink regular water. The children are supported to manage their toileting needs with as much independence as possible and taught the importance of washing their hands. Children have daily access to physical and outdoor play, where they take part in activities to show them being active keeps us healthy.

#### **Building Relationships**

Children are taught skills in building positive relationships. They take part in regular group activities, working together to solve problems and use their listening and communication skills. Children are taught to share resources and they are supported in working out conflicts with others. Every child has an allocated Keyworker, to build those familiar bonds with adults and to support them throughout their development, helping them to feel safe and secure.

Children in reception are supported to manage emotions, develop a positive sense of self. set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, the children will learn how to look after their bodies, including healthy

eating and manage their personal needs independently. Practitioners support interaction with children to help them to learn how to make positive friendships and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life. As well as PSED being embedded into the daily provision children in reception are taught adult led lessons and activities.

Self-regulation			
Nursery			
	Aut	Spring	Summer
<b>Knowledge and Skill Progression</b>	<p>To use familiar resources.</p> <p>To express and begin to recognise their own emotions</p> <p>Find out about emotions through stories</p> <p>Take turns with other children, with adult support during play activities.</p> <p>To begin to ask for help from familiar adults with support</p> <p>To say 'please', 'thank you' and 'excuse me' at appropriate times with modelling from adults.</p> <p>Separate from their parent at the start of the Nursery day with support.</p>	<p>To select and use resources with support.</p> <p>To begin to talk about their feelings</p> <p>To begin to manage their emotions, resisting the urge to push in or snatch from others. Showing 'effortful control'</p> <p>To begin to tolerate delay when their needs are not immediately met, waiting for their turn.</p> <p>To begin to ask for help from familiar adults.</p> <p>To develop appropriate ways of being assertive with occasional support.</p> <p>To say 'please', 'thank you' and 'excuse me' at appropriate times with less modelling from adults.</p> <p>Separate from their parent at the start of the Nursery day with some support.</p>	<p>To select and use resources with help when needed</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To begin to gradually understand how others might be feeling.</p> <p>Cope with small changes in the daily routine.</p> <p>To manage their emotions, resisting the urge to push in or snatch from others. Showing 'effortful control'</p> <p>To begin to find ways to help themselves when they feel angry, upset or worried.</p> <p>Tolerate delay when their needs are not immediately met, waiting for their turn.</p> <p>To ask for help when needed in a range of situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting – having the confidence to ask a visitor a question.</p> <p>To be ready for new experiences like the transition to Reception.</p> <p>To develop appropriate ways of being assertive with more independence.</p> <p>To say 'please', 'thank you' and 'excuse me' at appropriate times with reminders.</p> <p>Separate from their parent at the start of the Nursery day independently.</p>
Reception			
	Aut	Spring	Summer

	<p>To select and use resources with help when needed</p> <p>To identify and name their own feelings beginning to talk about when they have felt this way or why they feel this way.</p> <p>To identify how others might be feeling.</p> <p>To find ways to help themselves when they feel angry, upset or worried.</p> <p>To say 'please', 'thank you' and 'excuse me' at appropriate times with only occasional reminders.</p> <p>To develop appropriate ways of being assertive with only occasional reminders.</p> <p>To explain with support to an adult what has happened when they are hurt or upset, using descriptive vocabulary.</p> <p>To solve small conflicts, with adult support, through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p> <p>To understand with adult support how their actions affect other people, discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset.</p> <p>Follow two-step instructions with some adult support.</p> <p>Wait with increased patience, with adult modelling and support.</p>	<p>To select and use resources independently.</p> <p>Identify and name some common feelings in themselves or others, surprised, excited, frustrated, upset, cross, lonely, worried and talk about when they have felt this way.</p> <p>To know why others may be feeling this way.</p> <p>To begin to identify and moderate their own feelings socially and emotionally.</p> <p>To say 'please', 'thank you' and 'excuse me' at appropriate times.</p> <p>To show assertiveness in appropriate ways.</p> <p>To explain with some support to an adult what has happened when they are hurt or upset, using descriptive vocabulary.</p> <p>To solve small conflicts, with some adult support, through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p> <p>To understand with some adult support how their actions affect other people, discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset.</p> <p>Follow two-step instructions mostly independently.</p> <p>Wait with increased patience, with occasional reminders.</p>	<p>To select and use a range of resources independently with confidence.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To identify how others are feeling, the reasons for this and to think of ways to help.</p> <p>To always use appropriate manners.</p> <p>To show assertiveness in appropriate ways in a range of situations.</p> <p>To explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary.</p> <p>To solve small conflicts, without adult support, through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p> <p>To understand how their actions affect other people, discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset.</p> <p>Follow two-step instructions independently.</p> <p>Wait with increased patience, when necessary.</p>
	Managing Self		
	Nursery		
	<p>Begin to learn the daily routines, with reminders or visuals.</p> <p>To begin to follow adult instruction</p> <p>To start to recognise some of the behavioural expectations in Nursery, needing occasional reminders.</p>	<p>Know the daily routines, only sometimes needing reminders.</p> <p>To follow adult instruction</p> <p>To be aware of the behavioural expectations in Nursery.</p> <p>Use the toilet with occasional reminders showing more awareness of bladder and bowel control.</p>	<p>Know daily routines well and anticipates transition times.</p> <p>To be able to independently follow the rules in Nursery, understanding they are there to keep us safe.</p> <p>Use the toilet independently.</p> <p>Wash and dry their hands independently and talk</p>



	<p>Use the toilet with prompts and support, showing some awareness of bladder and bowel control. Wash and dry their own hands with prompts from an adult after using the toilet. To begin to understand the importance of oral health, through discussions about cleaning their teeth in the morning and before bed at home. Engage in discussions about healthy foods and activities as part of a group. To attempt to put on own coat.</p>	<p>Wash and dry their hands with occasional reminders and talk about why we wash our hands throughout the day, after using the toilet or before eating food. To understand the importance of oral health, through discussions about cleaning their teeth in the morning and before bed at home. Identify and make choices about healthy foods and activities with support. To put on own coat with support and encouragement.</p>	<p>about why we wash our hands throughout the day, after using the toilet or before eating food. To begin to understand the importance of oral health. Identify and make choices about healthy foods with some support. To know that physical activity is good for us. Begin to dress and undress for PE with support from adults.. To put own coat on independently.</p>
Reception			
	<p>To be aware of school rules following these with reminders. To begin to understand the importance of oral health, be able to talk about what happens if we don't clean our teeth and visit the dentist. Identify and make choices about healthy foods. To understand the importance of physical exercise. Dress and undress for PE with some support. To put own coat on independently and attempt to do up. To realise that they sometimes make mistakes with support from an adult. To talk about what they are good at with support.</p>	<p>To be aware of school rules following these mostly independently. To understand the importance of oral health, be able to talk about what happens if we don't clean our teeth and visit the dentist. Identify and make choices about healthy foods independently. To understand the importance of physical exercise and know ways to exercise with some support. Dress and undress for PE mostly independently. To put own coat on and do it up with some support. Begin to develop problem solving skills. To make mistakes without getting upset. To talk about what they are good at independently.</p>	<p>Recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. To understand the importance of oral health, be able to talk about what happens if we don't clean our teeth and visit the dentist and knows ways to keep our teeth healthy. To understand the importance of healthy food choices. To understand the importance of physical exercise and know ways to exercise. Dress and undress for PE independently. To put on own coat and do it up independently. Begin to develop problem solving skills, by talking through how they resolved a problem or difficulty. Understand that it is ok to make mistakes – this is an important part of learning. Can describe self in positive terms and talk about abilities.</p>
Building Relationships			

	Aut	Spring	Summer
	Nursery		
	<p>With support interact with unfamiliar people, in the safe context of their setting</p> <p>To cope in new social situations with support from an adult.</p> <p>To play with familiar adults or friends.</p> <p>To start to form attachments to familiar adults and friends.</p> <p>To begin to play with others rather than independently.</p> <p>To start to play with peers who are engaged in similar activities.</p> <p>To begin to develop appropriate ways of being assertive. with support.</p> <p>To start to realise other people have different ideas and may need support to manage this.</p> <p>To start to share resources with a familiar adult or friend.</p>	<p>Begin to become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>To begin to show more confidence in new social situations.</p> <p>To form positive attachments to adults and peers.</p> <p>To play often with other people, starting to make friends.</p> <p>To initiate play with peers and keep play going by giving ideas.</p> <p>To begin to find solutions to conflicts with others.</p> <p>To understand other people may feel differently and start to change behaviour.</p> <p>To share resources with a familiar adult or friend.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>To show more confidence in new social situations.</p> <p>To form attachments to different adults and builds strong friendships with peers.</p> <p>Prefers to play with others, understanding how to make friends if they feel lonely.</p> <p>To share resources readily with others and is able to play in group.</p> <p>To play often with peers, being considerate with how others feel and suggests new ideas to keep play going.</p> <p>To be able to manage differences with other people, often independently finding a solution, understanding they feel differently.</p> <p>To begin to show care and consideration to other people's feelings.</p> <p>To start to share resources in a group.</p>
	Reception		
	<p>To start to become more outgoing with unfamiliar people.</p> <p>To begin to build attachments to different adults and some new peers.</p> <p>Demonstrate friendly behaviour, with new peers.</p> <p>Begin to make new and different friends so forming a wider friendship circle</p> <p>Join in with a group of children who are playing beginning to listen to others viewpoints and suggestions with support.</p> <p>With support understand that at times our friends will want to play with others but that doesn't mean they are not our friend</p>	<p>To start to become more outgoing with unfamiliar people, starting to play with new people.</p> <p>To form attachments to different adults and develop relationships with peers.</p> <p>Begin to form some closer friendships and seek them out to initiate play.</p> <p>Join in with a group of children who are playing starting to listen to others viewpoints and suggestions.</p> <p>With some support understand that at times our friends will want to play with others but that doesn't mean they are not our friend</p> <p>Begin to show empathy in simple ways, e.g. finding an adult for a child who is hurt.</p>	<p>To be confident to play with a wide range of different people, including those they may not know.</p> <p>Build constructive and respectful relationships with adults and peers.</p> <p>Form some closer friendships and seek them out to initiate play.</p> <p>Join in with a group of children who are playing listening to others viewpoints and suggestions.</p> <p>Understand that at times our friends will want to play with others but that doesn't mean they are not our friend</p> <p>Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</p>

	<p>Show kindness towards others by helping, listening and supporting one another. To begin to show care and consideration to other people's feelings.</p>	<p>To show care and consideration to other people's feelings.</p>	<p>Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</p>
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**Intent**

Children will be able to:

Self-Regulation

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

**Links to KS1**

**Year 1 DT- Cooking and Nutrition- Understand that everyone should eat at least five portions of fruit and vegetables every day, with support prepare simple dishes safely and hygienically,**

**Year 1- PSHE- Relationships-Roles of different people, families, feeling cared for. How behaviour affects others, being polite and respectful. Safe relationships- recognising privacy, seeking permission.**

**Year 1- PSHE- Health and Wellbeing- Keeping healthy, food and exercise and hygiene routines. Feelings, managing when things go wrong.**

**Year 1- PSHE- Living in the Wider World- What rules are, caring for others needs, looking after the environment.**

**Physical Development**

**Fine Motor Skills**

Children have daily 'Busy Fingers' activities when they arrive, which are mainly aimed at developing fine motor skills, coordination and early writing development. Activities and equipment throughout the setting provide mark making, drawing and writing opportunities in a variety of different ways. Children have access to resources such as pencils, scissors, pipettes, play dough, crayons and paintbrushes to support fine motor skills. Children are supported to become independent with dressing and undressing.

Before going outside, they are encouraged to put on their own coats and other outdoor wear like hats and gloves trying zips, buttons and press studs. Children in Nursery participate in 'Dough Disco' sessions. In Reception daily 'Funky Fingers' sessions are planned to specifically develop fine motor skills, pencil control and letter formation. During lunch time, the children use cutlery to eat with and are supported to use these independently.

<b>Knowl edge and skill progre ssion</b>	Nursery		
	<p>To be able to use some familiar one-handed tools and equipment, sometimes needing help.</p> <p>To be able to use some mark making resources, sometimes swapping between hands or needing larger tools to grip.</p> <p>To start to help with putting on some items of clothes/shoes.</p> <p>To start to snip paper, with squeezey scissors.</p> <p>Take part in some fine motor activities, e.g. threading, using tongs, pipettes etc.</p> <p>To mark make using a preferred grip, drawing simple marks, lines and circles.</p>	<p>To be able to use several one-handed tools and equipment, with increasing control.</p> <p>To be able to use a range of mark making resources, with increasing control and preference of a dominant hand.</p> <p>To be able to put on some simple items of clothes/shoes.</p> <p>To start to snip paper independently.</p> <p>To take part in several fine motor activities with increasing control.</p> <p>To be able to mark make using a comfortable grip when using pencils and start to make marks representing letters/numbers.</p>	<p>To select and use a range of one-handed tools and equipment, with good control.</p> <p>To be able to use a wide range of mark making resources, with good control and using dominant hand.</p> <p>To be able to confidently put on several items of clothes/shoes.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To take part in a variety of fine motor activities with good control.</p> <p>To be able to hold a pencil correctly using the tripod grip and forming some letters/numbers.</p>
	Reception		
	<p>Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Continue to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Develop and apply the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength effectively to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Use small motor skills learnt to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>

### Gross Motor Skills

The children are encouraged to be active and develop their co-ordination, control and movement. The children have access to daily outdoor child-initiated learning times, where they use a variety of equipment and resources to develop their gross motor skills. The outdoor area provides opportunities for the children to move in a variety of

ways. The large construction equipment provides opportunities to develop lifting and carrying, while using the structures created to practise balancing and climbing. The climbing frames, slides and mound offer further opportunities to develop climbing, balancing, spatial awareness and strength. The available sports equipment such as bats, balls, balancing pots, skipping ropes and hoops, are ideal for children to practise throwing, kicking, catching, and rolling. This also allows opportunities for teamwork and working with a partner. A variety of wheeled toys are available for children to explore on a daily basis including bikes to promote core muscle development. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food.

<b>Knowledge and skill progression</b>	Nursery		
	<p>To be able to use some gross motor movements, walking up/down steps, running, kicking a ball.</p> <p>To begin to balance, sometimes with help or something to hold.</p> <p>To be able to use some active ways of moving, crawling, jumping etc.</p> <p>To be able to sometimes use large-muscle movements.</p> <p>To start to take part in small groups during physical activities.</p> <p>To start to choose their own resources during their play, needing help with large and heavy items.</p> <p>To be able to copy simple sequences of musical movements.</p> <p>To run within a large space, becoming aware of others and objects.</p> <p>To start to climb and balance on apparatus, with some support.</p>	<p>To be able to use several gross motor movements, walking up/down steps, running, kicking a ball, using the trikes, throwing, balancing, climbing.</p> <p>To be able to balance for short periods.</p> <p>To be able to use several ways of moving, crawling, jumping, hopping etc.</p> <p>To be able to use large-muscle movements, with increasing control.</p> <p>To be able to take part with others during physical activities, using some spatial awareness and control.</p> <p>To choose several resources during their play, occasionally working with others to manage large items.</p> <p>To be able to increasingly remember some sequences of musical movements.</p> <p>To be able to run and start to negotiate space and larger objects.</p> <p>To be able to climb and balance on apparatus, with increasing control and confidence.</p>	<p>To be able to use a wide range of movements, with increasing control and strength.</p> <p>To be able to balance and stand on one leg.</p> <p>To choose their own way of moving, using a wide variety of ways.</p> <p>To be able to use lots of large-muscle movements, when needed with good control.</p> <p>To take part in large groups during physical activities, using good spatial awareness and control.</p> <p>To choose a range of resources during their play, including large and heavy items.</p> <p>To be able to carry out a range of musical sequences to music, making up their own movements.</p> <p>To be able to run skilfully and be able to negotiate different spaces and several objects.</p> <p>To be able to climb and balance on apparatus, independently and safely.</p>
	Reception		
	<p>To begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical activities.</p> <p>To begin to combine different movements with ease and fluency.</p>	<p>To continue to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical activities.</p> <p>To continue to combine different movements with ease and fluency.</p>	<p>To continue to develop a more fluent style of moving, with developing control and grace.</p> <p>To use overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical activities.</p> <p>To combine different movements with ease and fluency.</p>

	<p>To begin to use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>To begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To begin to develop the skills needed to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> <p>To begin to dress and undress with some support.</p>	<p>To begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To continue to develop overall body-strength, balance, co-ordination and agility.</p> <p>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To continue to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To continue to further develop the skills needed to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> <p>To dress and undress with more independence and less support.</p>	<p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To demonstrate overall body-strength, balance, co-ordination and agility.</p> <p>To demonstrate and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To demonstrate confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To demonstrate the skills needed to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> <p>To dress and undress independently.</p>
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**Intent**  
Children will be able to:  
Gross Motor Skills  
Negotiate space and obstacles safely, with consideration for themselves and others.  
Demonstrate strength, balance and coordination when playing.  
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  
Fine Motor Skills  
Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.  
Use a range of small tools, including scissors, paint brushes and cutlery.  
Begin to show accuracy and care when drawing.

**Links to KS1**  
**Year 1-Writing- Handwriting**  
**Year 1 DT- Mechanisms- using split pins, with growing independence use scissors safely and accurately, With support measure, mark out, cut and shape materials and components.**  
**Year 1 DT- Textiles- threading using premade holes, Tie a knot**  
**Year 1 DT- Cooking and Nutrition- mix ingredients, With support knead and mix ingredients.**

Develop ability to follow instructions and practise safely. Develop and apply footwork and one leg balance.	Develop ability to play with others and share. Develop and apply jumping and landing and seated balance.	Develop ability to follow simple instructions and rules. Develop and apply dynamic balance on a line and stance.	Develop ability to observe and copy different movements. Develop and apply ball skills and counter balance with a partner.	Develop ability to explore and move confidently in different ways. Develop and apply sending and receiving reaction and response.	Develop ability to be aware of the impact of exercise. Develop and apply ball chasing and floor work balance
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<b>Links to KS1 Real PE</b>						
To develop child's ability to focus and stay on task. To apply footwork and one leg balance in a skill development session.	To develop child's ability to take turns and encourage others. To apply jumping and landing and seated balance in a skill development session.	To develop every child's ability and say some things that they are good at. To apply dynamic balance on a line and stance in a skill development session.	To explore and describe different movements. To apply ball skills and counter balance with a partner in a skill development session.	To perform a range of skills with control and consistency. To apply sending and receiving reaction and response in a skill development session.	To express how their body feels before during and after exercise. To apply ball chasing and floor work balance in a skill development session.	

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two elements: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. Children in reception have the opportunity to develop these skills, with adults continuously talking with children about the world around them and the books (stories and non-fiction) they read with them. They also have numerous opportunities to enjoy rhymes, poems and songs together. Children also take part in group/guided reading sessions where they are develop both fluency and comprehension. Children develop skilled word reading through the teaching of phonics through the 'Supersonic Phonic Friends' scheme. This involves both the working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children in Reception have daily opportunities to write both in the provision and through adult led literacy activities.

### Comprehension

<b>Knowl edge and skill progre ssion</b>	Nursery		
	To enjoy sharing books with a familiar adult or friend. To be able to pay attention when listening to stories and respond to the pictures or the words. To explore books, turning the pages sometimes several at once or the wrong way. To recognise books, have letters and words, pointing them out.	To look at books independently, seeking out favourite stories. To engage and ask/answer questions about books. To be able to carefully hold books the right way, turning the pages one by one in the right direction. To start to recognise some familiar letters in books, realising they have meaning (such as the first letter of their own name).	To recognise and choose and range of books, remembering the title for some. To enjoy listening to a variety of books, asking questions about the book, making comments and sharing their own ideas. To be able to handle books correctly, identifying the title, first and last page.

<p>To begin to recall key events from familiar stories. To talk about favourite books, using pictures to recall.</p>	<p>To start to develop play ideas around favourite stories. To develop talk about books, recalling some key details and repeating words and phrases.</p>	<p>To understand words are read left to right and are used to read the story. To re-enacts stories using props, recalling details, and adding own ideas. To be able to engage in extended conversations about stories, learning new vocabulary.</p>
<p>Reception</p>		
<p>To begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. To begin to re-read books or parts of books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To begin to answer questions about what they have read. To begin to anticipate/predict – where appropriate – key events in stories. To begin to use picture clues to make basic inferences. To begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To begin to ask questions about what they have read with support. To begin to talk about and compare traditional tales and nursery rhymes making links to their own experiences. To begin to ask questions when things do not make sense. To begin to decide whether they like or dislike a story and why.</p>	<p>To continue to develop, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. To continue to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To continue to answer questions about what they have read. To continue to anticipate/predict – where appropriate – key events in stories. To continue to use picture clues to make basic inferences. To continue to demonstrate understanding of what has been read to them by retelling stories and narratives in more detail using their own words and recently introduced vocabulary. To continue to ask questions about what they have read sometimes using prompts or support. To talk about and compare traditional tales and nursery rhymes making links to their own experiences. To continue to ask questions when things do not make sense. To decide whether they like or dislike a story and to begin to explain why.</p>	<p>To use and understand recently introduced vocabulary more confidently during discussions about stories, non-fiction, rhymes and poems and during role-play. To confidently re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To confidently answer questions about what they have read. To confidently anticipate/predict – where appropriate – key events in stories. To confidently make basic inferences using picture clues. To demonstrate understanding of what has been read to them by retelling stories and narratives in detail using their own words and recently introduced vocabulary. To ask appropriate questions about what they have read with minimal prompts or support. To talk about and compare traditional tales and nursery rhymes making links to their own experiences using the vocabulary ‘same’ and ‘different’. To confidently ask questions when things do not make sense. To confidently explain whether they like or dislike a story and why.</p>



**Intent**

Children will be able to:

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

**Links to KS1**

**History Year 1- Understanding chronology**

**Year 1- Reading- *Word Meaning and Understanding, Inference and Prediction, Range of Texts, Discussing Reading***

**Year 1- Geography- Use relative vocabulary e.g. bigger, smaller, like/dislike**

**Reading/Phonics****Knowl  
edge  
and  
skill**

Nursery

Literacy development in Nursery teaches those important early listening and speaking skills that children need in order to build a solid foundation for their further learning in reading and writing. At the core of this is the systematic teaching of phonics, which takes place each day. Lots of activities, group work and games are used to keep phonics engaging. Core texts are explored to promote literacy learning. We model reading skills with daily stories, where children then practise these skills in small groups. More opportunities for sharing books, poems, rhymes and other written materials are allocated throughout the week. Library books are taken home every week, so that children can practise new skills with their parents and carers at home.

<p><b>progre ssion</b></p>	<p>To recognise some familiar environmental sounds. To notice the difference of some instruments and start to experiment by making their own sounds. To copy some body sounds such as clapping, tapping and clicking their fingers etc To start to join in with some familiar songs and rhymes, copying some words.</p>	<p>To recognise and name some different environmental sounds. To identify and copy different instrument sounds and explain how they sound. To recognise and copy several body sounds such as clapping, tapping and clicking their fingers etc To join in with several songs and rhymes, suggesting new ones. To start to recognise the initial sound of some familiar words i.e. their name. To notice some familiar letters, such as the first letter of their name. To begin to recognise that different words have a number of different sounds. To recognise different letters are different shapes. To begin to recognise that different letters make different sounds.</p>	<p>To recognise and name several different environmental sounds, noticing the differences. To identify and copy a variety of different instrument sounds and suggest their own ways of changing sounds. To recognise and copy several body sounds, suggesting their own way of making sounds. To join in with a variety of songs and rhymes, recognising rhyme in words and suggesting rhyming words. To recognise several different initial sounds in words. To know some sounds for different letters of the alphabet.</p>
<p>Reception</p>			
	<p>To begin to read individual letters by saying the sounds for them. To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. To begin to read some letter groups that each represent one sound and say sounds for them. To begin to read a few common exception (tricky) words matched to the Supersonic Phonic Friends phonics scheme. To begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To read an increasing number of individual letters by saying the sounds for them. To blend an increasing number of sounds into words, so that they can read short words made up of known letter-sound correspondences. To read an increasing amount of letter groups that each represent one sound and say sounds for them. To read an increasing number of common exception (tricky) words matched to the Supersonic Phonic Friends phonics scheme. To read an increasing number of simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To read individual letters by saying the sounds for them. To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. To read letter groups that each represent one sound and say sounds for them. To read common exception (tricky) words matched to the Supersonic Phonic Friends phonics scheme. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To re-read books more independently to build up confidence in word reading, their fluency and their understanding and enjoyment</p>

	To begin to re-read books with support to build up confidence in word reading, their fluency and their understanding and enjoyment.		To re-read books with sometimes with support to build up confidence in word reading, their fluency and their understanding and enjoyment.			
<b>Intent</b> Children will be able to: <u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.						
<b>Links to KS1</b> <b>Year 1- Reading -<i>Decoding</i></b> <b>Year 1- Writing- <i>Spelling, Grammar and Punctuation</i></b>						
<b>Phonics</b>						
Nursery						
Firm Foundations phonics will be taught in Nursery according to the 7 aspects: <ol style="list-style-type: none"> <li>1. Environmental Sounds</li> <li>2. Instrumental Sounds</li> <li>3. Body Percussion</li> <li>4. Rhythm and Rhyme</li> <li>5. Alliteration</li> <li>6. Voice Sounds</li> <li>7. Oral Blending and Segmenting</li> </ol> <p>Each aspect will be embedded into continuous provision, along with daily phonic lessons. We follow Supersonic Phonics Friends phonics scheme of work and prepare children to start Basics 2 phonics in Reception.</p>						
Reception						
	Aut 1	Aut 2	Spr 1	Spr 2	Summ 1	Summ 2
Phonics- Supersonic Phonics Friends	Firm Foundations in phonics (Phase 1 recap) 2 weeks	Basics 2 Groups 4- 6 Assessment week	Recap Basics 2 Group 4- 6 Assessment week Basics 3 Group 1	Basics 3 Group 2-7	Assessment week Recap Basics 3 Group 1-5	Recap Basics 3 Group 6-7 Assessment week

	Basics 2 Groups 1-3	Recap Basics 2 Groups 1-3				
<b>Writing</b>						
<b>Knowl edge and skill progre ssion</b>	Nursery					
	<p>To be able to make marks on their picture to stand for their name.</p> <p>To be able to use some mark making resources to write/draw/paint etc.</p>	<p>To begin to copy the first letter of their first name.</p> <p>To be able to use mark making resources with increasing control and grip.</p>	<p>To be able to write the first letter of their name independently and copy some other letters.</p> <p>To be able to use a variety of mark making resources with good control.</p> <p>To be able to add some marks to their drawings which they give meaning to for example "That says Mummy".</p>			
	Reception					
	<p>To begin to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To begin to copy/write own name.</p> <p>To learn letter formations (air writing and writing letters using various mediums)</p> <p>To begin to form some lower-case letters correctly.</p> <p>To begin to spell some CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to write some learnt tricky words.</p> <p>To begin to write short captions and/or sentences with words with known letter-sound correspondences.</p> <p>To begin to re-read words they have written with support to check that it makes sense.</p>	<p>To continue to carry out mark making activities in a range of ways to develop and refine pencil grip.</p> <p>To write own name sometimes with support.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case letters correctly and begin to form some capital letters.</p> <p>To become more confident to spell CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>	<p>To continue to carry out mark making activities in a range of ways to refine pencil grip.</p> <p>To write own name.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case and more capital letters correctly.</p> <p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write more learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences sometimes using a capital letter and full stop.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>			
<b>Intent</b> Children will be able to: <u>Writing</u> Write recognisable letters, most of which are correctly formed.						

Spell words by identifying sounds in them and representing the sounds with a letter or letters.  
Write simple phrases and sentences that can be read by others.

**Links to KS1**

**Year 1- Writing- *Handwriting, Writing***

**Year 1- Writing-*Grammar and punctuation, Writing***

**Year 1 DT- Textiles/Mechanisms- *Develop and communicate ideas by talking and drawing with basic labels.***

**Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception children are given the skills to be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding through manipulatives and resources such as tens frames for organising counting. Children in Reception will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include a range of opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We believe it is important for children to develop a positive attitude and interest in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. White Rose Maths is used in Nursery and Reception. 'Herts Essential Foundations for Counting' is also used in the Nursery.

**Nursery Yearly Overview**

## Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

## Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	

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White Rose  
**MATHS**

### Reception White Rose Maths

Autumn	Spring	Summer
<b>Match, sort and Compare</b>	<b>Alive in 5</b>	<b>To 20 and beyond</b>
Step 1 Match objects Step 2 Match pictures and objects	Step 1 Introduce zero Step 2 Find 0 to 5	Step 1 Build numbers beyond 10 (10–13) Step 2 Continue patterns beyond 10 (10–13)

Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts	Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5	Step 3 Build numbers beyond 10 (14–20) Step 4 Continue patterns beyond 10 (14–20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns
<b>Talk about Measure and Patterns</b>	<b>Mass and Capacity</b>	<b>How many now?</b>
Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns	Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity	Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away?
<b>It's me 1,2,3</b>	<b>Growing 6,7,8</b>	<b>Manipulate, compose and decompose.</b>
Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3 Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3	Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs – odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine two groups Step 10 Conceptual subitising	Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes
<b>Circles and Triangles</b>	<b>Length, Height and Time</b>	<b>Sharing and Grouping</b>
Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position	Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time	Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles
<b>1,2,3,4,5</b>	<b>Building 9 and 10</b>	<b>Visualise, build and map</b>



<p>Step 1 Find 4 and 5</p> <p>Step 2 Subitise 4 and 5</p> <p>Step 3 Represent 4 and 5</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p> <p>Step 6 Composition of 4 and 5</p> <p>Step 7 Composition of 1–5</p>	<p>Step 1 Find 9 and 10</p> <p>Step 2 Compare numbers to 10</p> <p>Step 3 Represent 9 and 10</p> <p>Step 4 Conceptual subitising to 10</p> <p>Step 5 1 more</p> <p>Step 6 1 less</p> <p>Step 7 Composition to 10</p> <p>Step 8 Bonds to 10 (2 parts)</p> <p>Step 9 Make arrangements of 10</p> <p>Step 10 Bonds to 10 (3 parts)</p> <p>Step 11 Doubles to 10 (find a double)</p> <p>Step 12 Doubles to 10 (make a double)</p> <p>Step 13 Explore even and odd</p>	<p>Step 1 Identify units of repeating patterns</p> <p>Step 2 Create own pattern rules</p> <p>Step 3 Explore own pattern rules</p> <p>Step 4 Replicate and build scenes and constructions</p> <p>Step 5 Visualise from different positions</p> <p>Step 6 Describe positions</p> <p>Step 7 Give instructions to build</p> <p>Step 8 Explore mapping</p> <p>Step 9 Represent maps with models</p> <p>Step 10 Create own maps from familiar places</p> <p>Step 11 Create own maps and plans from story situations</p>
<b>Shapes with 4 sides</b>	<b>Explore 3D shapes</b>	<b>Make connections</b>
<p>Step 1 Identify and name shapes with 4 sides</p> <p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p>	<p>Step 1 Recognise and name 3-D shapes</p> <p>Step 2 Find 2-D shapes within 3-D shapes</p> <p>Step 3 Use 3-D shapes for tasks</p> <p>Step 4 3-D shapes in the environment</p> <p>Step 5 Identify more complex patterns</p> <p>Step 6 Copy and continue patterns</p> <p>Step 7 Patterns in the environment</p>	<p>Step 1 Deepen understanding</p> <p>Step 2 Patterns and relationships</p>
<b>Number</b>		
From Development Matters and Birth to Five linked to White Rose Maths		
Nursery	Reception	
Comparison		
<ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals</li> <li>• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</li> </ul>	<p>Count objects, actions and sounds.</p> <ul style="list-style-type: none"> <li>• Compare numbers.</li> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> </ul>	
Counting		

<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1, 2, 3, 4, 5.</li> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul>
<p>Cardinality</p>	
<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>
<p>Composition</p>	
<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>• Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>• Beginning to recognise that each counting number is one more than the one before</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> </ul>

	<ul style="list-style-type: none"> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</li> </ul>
<h2>Shape, Space and Measure</h2>	
<h3>Spatial Awareness</h3>	
<ul style="list-style-type: none"> <li>• Compare quantities using language: ‘more than’, ‘fewer than’,</li> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> <li>• Responds to and uses language of position and direction</li> <li>• Predicts, moves and rotates objects to fit the space or create the shape they would like</li> </ul>	<ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>
<h3>Shape</h3>	
<ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Chooses items based on their shape which are appropriate for the child’s purpose</li> <li>• Responds to both informal language and common shape names</li> <li>• Shows awareness of shape similarities and differences between objects</li> <li>• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes .</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</li> </ul>
<h3>Pattern</h3>	

<ul style="list-style-type: none"> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Creates their own spatial patterns showing some organisation or regularity</li> <li>• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul>	<ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> <li>• Spots patterns in the environment, beginning to identify the pattern “rule”</li> <li>• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>
Measure	
<ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recalls a sequence of events in everyday life and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>
<p><b>Intent</b> Children will be able to:</p> <p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
<p><b>Links to KS1</b> <b>History Year 1- Historical enquiry (Categorise and classify groups of objects)</b> <b>Year 1 Maths:</b> <b>Place value- Sorting and counting objects. Count within 20. Count from 20-50. Count from 50-100.</b> <b>Addition and subtraction- Introducing parts and wholes. Add by counting on within 20.</b> <b>Shape- recognise and name 3D shapes</b></p>	

**Length and height- Compare lengths and heights.**  
**Mass and volume- Heavier and lighter.**  
**Multiplication and division- Count in 2s, 5s and 10s.**  
**Fractions- Recognise a half of an object or shape.**  
**Position and direction- Describe turns.**  
**Money- unitising**  
**Time- before and after**  
**Year 1- Geography- Explore the four compass points of North, East, South, West. Use directional language to describe the location of features and routes on a map e.g. near, far, left and right.**

### Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: Past and Present, People Culture and Communities and The Natural World. The frequency and range of children's experiences increases their knowledge and sense of the world around them. Children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

#### Past and Present

<b>Knowledge and skill progression</b>	Nursery		
	<p>To begin to make sense of their own life story and family history.</p> <p>To start to recognise that everybody grows as they get older.</p> <p>To start to understand that some things have already happened, and some things have not yet happened.</p> <p>To start to recognise simple changes over time.</p>	<p>To be able to talk about and describe their own life and family history.</p> <p>To recognise that they were a baby and they have now grown to a child.</p> <p>To be able to talk about past events and events that are going to happen in the future.</p> <p>To begin to talk about changes they have experienced and noticed.</p>	<p>To start to talk about other people.</p> <p>To understand everyone grows older and we are all different ages.</p> <p>To be able to talk about a variety of events, understanding they happen at different times.</p> <p>To continue to talk about changes they have experienced and noticed.</p>
	Reception		
	<p>To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books</p> <p>To begin to look at and organise events using basic chronology.</p> <p>Begin to remember and talk about significant events in their own experience</p> <p>To notice and talk about how I have changed.</p> <p>To talk about other people and other people's family.</p>	<p>To continue to understand the past through settings, characters and events encountered in fiction and non-fiction books</p> <p>Look at and organise events using basic chronology.</p> <p>Remember and talk about significant events in their own experience.</p> <p>To begin to comment on images of the past.</p> <p>To begin to ask questions about other people and other people's family.</p>	<p>To understand the past through settings, characters and events encountered in fiction and non-fiction books.</p> <p>Look at and organise events using basic chronology, using related vocabulary.</p> <p>Talk about past and present events in their own life and the lives of family members.</p> <p>To notice the similarities and differences between things in the past and now.</p>

			To comment and ask questions about the past and other people's lives/family.
<p><b>Intent</b>  Children will be able to:  <u>Past and Present</u>  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			
<p><b>Links to KS1</b>  <b>History Year 1- Understanding chronology</b>  <b>Year 1- Geography- Understand geographical similarities and differences of a small area of the UK- the seaside. Compare similarities and differences of two places.</b></p>			
<b>People, Culture and Communities</b>			
<b>Knowledge and skill progression</b>	Nursery		
	<p>To know that people celebrate different festivals/events.  To know that we are all different and start to understand the differences between people.  To know some job roles of familiar people in their life i.e. family and friends.  To be able to say who is in their family and who they live with in their home.  To know some familiar aspects of where they live such as the country or town.</p>	<p>To be able to talk about some different cultural celebrations and events.  To continue developing positive attitudes about the difference between people, explaining some of those differences.  To be able to talk about job roles of familiar people in their life i.e. family and friends.  To be able to talk about aspects of their familiar world such as the place where they live, starting to recognise other people live with different families.  To know that there are different countries in the world and talk about some of those differences.</p>	<p>To be able to talk about a variety of different cultural celebrations and events, describing what they notice.  To have a positive attitude about the differences between people, explaining different cultures and celebrations.  To be able to talk about and asks questions about a variety of different job roles, understanding people have different occupations.  To know where they live and understand everyone has a different home and family. Comment and ask questions about the world around them and the differences.  To name and talk about several different countries in the world and the differences they have experienced or learnt about.</p>
	Reception		

	<p>To know that they and others are unique and special for different reasons.          To talk about members of their immediate family and community.          To talk about places and celebrations that are special to them and their family.          To begin to talk about and describe their environment and local area.          To explore simple maps.</p>	<p>To know that they have similarities and differences that connect them too, and distinguish them from others.          To begin to understand that some places are special to members of their community.          To recognise that people have different beliefs and celebrate special times in different ways.          To talk about and describe other environments.</p>	<p>To know and talk about similarities and differences between themselves and others, and among families, communities, cultures and traditions.          To talk about religious festivals and celebrations and to identify some similarities and differences.          To notice, talk about and describe similarities and differences between different environments/places in the world (eg how the weather, plants and animals of one place are different to another) using simple geographical terms.          To identify some different places on a globe/map.</p>
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**Intent**  
 Children will be able to:  
People, Culture and Communities  
 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  
 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  
 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**Links to KS1**  
**NC Science-Seasonal changes**  
**History Year 1- Understand and link changes in the past**  
**History Year 1- Interpret the past**  
**History Year 1- Historical enquiry**  
**Year 1- PSHE- Living in the Wider World- Money and Work, jobs in the community.**  
**Year 1- Geography- Understand geographical similarities and differences of a small area of the UK- the seaside. Compare similarities and differences of two places. Describe landmarks and basic human and physical features in the school and local area.**

**The Natural World**

	Nursery		
	<p>To start to talk about what they may see/hear/smell/taste/feel.          To begin to realise objects may feel differently.</p>	<p>To be able to talk about what they see/hear/smell/taste/feel, using a wide vocabulary.</p>	<p>To be able to use their different senses independently to just describe and talk about their own experiences.</p>

	<p>To begin to notice changes within their environment.</p> <p>To begin to notice different man-made features in their familiar environment.</p> <p>To begin to talk about different familiar animals and the foods they may eat or where they may live.</p> <p>To begin to talk about the weather.</p> <p>To notice that animals and plants are alive and need care.</p>	<p>To notice and compare a range of different materials grouping similar objects together.</p> <p>To be able to identify and talk about some of the changes they see within their environment.</p> <p>To notice and name different man-made features in the immediate environment.</p> <p>To know that different animals will eat different types of food and live in different habitats.</p> <p>To be able to describe the weather each day i.e. sunny, cold etc</p> <p>To show care and concern for creatures and plants, identifying some of the things they need to grow i.e. water, food.</p>	<p>To understand that objects are made from different materials and have a different purpose.</p> <p>To compare and describe a variety of changes they see within their environment, giving reasons why.</p> <p>To compare and ask questions about the different features within the environment.</p> <p>To be able to talk about a wide range of animals and their natural habitats describing some key features such as carnivore/herbivore.</p> <p>To notice that the weather changes throughout the year, beginning to have an awareness of seasons with support.</p> <p>To care for creatures and plants understanding they start from an egg/baby/seed and grow overtime.</p>
Reception			



<p><b>Knowledge and skill progression</b></p>	<p>To explore, notice and talk about objects in the environment, the natural world and the place they live.          To begin to independently notice seasonal changes in the natural world.          To explore changing states of matter like freezing and melting water discussing what they notice.          To notice growth, decay and changes over time.          To make observations of animals and plants.          To begin to understand the need to care for living things.</p>	<p>To comment and ask questions about objects in the environment, the natural world and the place they live, using a wider vocabulary.          To notice and comment on seasonal changes in the natural world.          To explore changing states of matter like freezing and melting water and begin to understand and talk about how/why this happens.          To begin to develop an understanding of growth, decay and change over time.          To make observations of animals and plants, drawing them, noticing changes, similarities, and differences.          To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To talk about features of their own immediate environment and how environments might vary from one another.          To notice differences and similarities between objects and materials in the natural world.          To describe and compare seasonal changes in the natural world. Understand the effect of changing seasons on the natural world around them.          To explore changing states of matter like freezing and melting water and to understand and describe how/why this happens.          To begin to understand and explain the life cycle process.          To make observations, and draw pictures of, animals and plants and explain why some things occur and talk about changes.          To look closely at similarities and differences, patterns and change in nature.          To understand the need to respect and care for the natural environment and all living things. To know some ways to do this.</p>
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**Intent**  
 Children will be able to:  
The Natural World  
 Explore the natural world around them, making observations and drawing pictures of animals and plants.  
 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  
 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Links to KS1**  
**NC- Science Seasonal changes**  
**NC- Science Animals including humans**  
**NC- Science Plants**  
**History Year 1- Understanding chronology**

**Year 1- Geography- Understand geographical similarities and differences of a small area of the UK- the seaside. Compare similarities and differences of two places. Describe landmarks and basic human and physical features in the school and local area. Make observations about and describe the school grounds noting their distinctive features. Name and locate areas within the school and its grounds and the schools position in the local area.**

### Expressive Arts and Design

This area is further split into two further areas: *Being Imaginative and Expressive* and *Creating with Materials*. As well as providing opportunities for expressive arts and design through our environment we also teach music separately during adult directed lessons following the Kapow Scheme. The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children in reception have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Being Imaginative and Expressive

<b>Knowledge and skill progression</b>	Nursery		
	<ul style="list-style-type: none"> <li>To begin to move to music.</li> <li>To learn a few simple songs.</li> <li>To play with small world resources (farm, cars, trains, dolls) To be able to use familiar resources to act out familiar experiences.</li> <li>To begin to express own creative ideas.</li> <li>To listen to some familiar songs and music, knowing some words.</li> <li>To explore different instruments.</li> <li>To be able to copy basic beats.</li> </ul>	<ul style="list-style-type: none"> <li>To join in and copies basic actions.</li> <li>To begin to remember simple songs starting to sing in a group.</li> <li>To participate in small world/role play related to familiar stories and current topics.</li> <li>To be able to use a variety of different resources to express ideas and thoughts.</li> <li>To share creative ideas, saying their preferred method.</li> <li>To remember and choose their favourite songs and music, joining in with several songs.</li> <li>To be able to use some instruments to express sounds.</li> <li>To join in with simple repeated beats, following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>To perform and learn short routines, beginning to make up own moves.</li> <li>To remember simple songs and sing in a group.</li> <li>To be able to use own experiences to develop storylines and role play ideas.</li> <li>To find and make available props to express role play ideas.</li> <li>To be able to use a variety of different methods to express their own imagination.</li> <li>To show an interest and sings a wide variety of songs and music.</li> <li>Beginning to make up their own rhyme/songs.</li> <li>To explore and use different instruments and is beginning to name them.</li> <li>To be able use a variety of instruments creating sounds. They can be played quickly, slowly, loudly or softly.</li> </ul>
	Reception		
	<ul style="list-style-type: none"> <li>To listen to and move to music independently.</li> <li>To watch and begin to talk about dance and performance art.</li> <li>To sing in a group or on their own.</li> <li>To engage in pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>To listen attentively to, move to and talk about music.</li> <li>To watch and talk about dance and performance art.</li> <li>To sing in a group or on their own, beginning to match the pitch and follow the melody.</li> </ul>	<ul style="list-style-type: none"> <li>To listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>To watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>

	<p>To begin to explore music making and dance. To begin to recount narratives and stories with peers and their teacher. To learn a range of well-known nursery rhymes and songs. To begin to learn songs, rhymes, poems and stories, and (when appropriate) try to move in time with music.</p>	<p>To begin to develop storylines in their pretend play. To explore and engage in music making and dance. To recount and begin to adapt narratives and stories with peers and their teacher. To continue to learn and begin to sing a range of well-known nursery rhymes and songs. To begin to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody. To develop storylines in their pretend play. To explore and engage in music making and dance, performing solo or in groups. To adapt, recount and begin to invent narratives and stories with peers and their teacher. To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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**Intent**

Children will be able to:

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**Links to KS1**

**Year 1 Reading- *Range of texts***

**Creating with Materials**

<b>Knowledge and skill progression</b>	Nursery		
	<p>To be able to use pre-made paints and can name some colours. To be able to print with large tools. To be able to makes marks, draws circles and lines. To explore joining resources i.e. glue sticks, tape To explore glue to stick materials. To begin to build towers by stacking objects. To explore and mould playdough/clay, using familiar tools (rolling pins, mould cutters).</p>	<p>To be able to use and choose own paints and name colours. To be able to print with small blocks, small sponges, fruit, shapes and other resources To be able to draw faces with features and draws enclosed spaces, giving meaning. To be able to add materials together to develop models (tissue paper, glitter). To be able to use PVA glue and spatulas for creative tasks. To builds to create enclosed spaces To be able to manipulate playdough/clay (rolls, cuts, squashes, pinches), beginning to use several tools.</p>	<p>To choose own paints for a specific purpose and beginning to mix paints To be able to use a range of printing equipment To be able to draw simple line drawings, adding more detail. To be able to use recycling materials to builds simple models. To be able to use glue sticks and glue spatulas independently for purpose. To be able to use construction resources to create a range of models and 3D structures. To be able to manipulate and use playdough/clay to create own models, using a variety of tools.</p>

	<p>Reception</p> <p>To choose own paints for a specific purpose and beginning to mix paints</p> <p>To be able to use a range of printing equipment</p> <p>To be able to draw simple line drawings of own choosing, adding more detail.</p> <p>To be able to use recycling materials to builds simple models.</p> <p>To explore a variety of artistic effects.</p> <p>To begin to learn new skills, tools and techniques safely.</p> <p>To begin to create sharing resources.</p> <p>To begin to explore materials</p> <p>To share creations with others.</p> <p>To engage in role play.</p>	<p>To choose own paints for a specific purpose and beginning to mix paints with some accuracy</p> <p>To be able to use a range of printing equipment for a purpose with support</p> <p>To be able to replicate line drawings</p> <p>To be able to select from a range of materials to builds simple models.</p> <p>To explore and use a variety of artistic effects.</p> <p>To explore and use new skills, tools and techniques.</p> <p>To create collaboratively sharing resources and skills.</p> <p>To explore a variety of materials.</p> <p>To share and talk about creations with others.</p> <p>To engage in role play using props and materials.</p>	<p>To choose own paints for a specific purpose and beginning to mix paints with greater accuracy</p> <p>To be able to use a range of printing equipment for an intended purpose</p> <p>To draw independent line drawings with more accuracy.</p> <p>To be able to select from a range of materials to builds more complex models.</p> <p>To explore, use and refine a variety of artistic effects.</p> <p>To use previously taught skills, tools and techniques to represent learning and ideas.</p> <p>To create collaboratively, sharing ideas, resources and skills.</p> <p>To explore a variety of materials using them for different purposes.</p> <p>To share and talk about creations beginning to explain the process.</p> <p>To begin to develop narratives and stories in role play.</p>
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**Intent**

Children will be able to:

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

**Links to KS1**

**NC Science Everyday materials**

**Year One Art- Creating salt dough models**

**Year One Art-Experimenting with paper weaving and printing**

**Year One Art- Drawing self portraits**

**Year 1 DT- Mechanisms- using split pins With support measure, mark out, cut and shape materials and components.**

**Year 1 DT- Textiles- threading using premade holes, Tie a knot, with support cut, shape and join fabric to make a simple product.**

Art Skills progression			
	Nursery	Rec	Year One
Drawing	<p>Try different drawing tools            Ascribe meaning to their marks            Use tools to make lines            Use lines to create an enclosed shape to represent a face/person possibly using marks to represent some features</p>	<p>Try different drawing tools            Use drawings to tell a story            Investigate different lines            Explore different textures            Draw a person using realistic proportions</p>	<p>Year One            Use our sketchbooks to record ideas            Use a variety of drawings tools            Explore different textures on different surfaces            Observe and draw shapes            Observe and draw single objects            Invent new shapes            Draw from our imaginations            Observe and draw anatomy like faces and limbs            Draw with faces with the features in the correct place</p>
Print	<p>Make rubbings            Print with block colours</p>	<p>Make rubbings            Print with variety of objects            Print with block colours</p>	<p>Create patterns using hard and soft materials (cork, sponge)            Develop impressed images by transferring a print to paper and do relief printing with string and card</p>
Texture	<p>Handle and manipulate a range of materials            Explore sensory materials</p>	<p>Handle and manipulate a range of materials            Explore sensory materials            Create simple collages            Create simple weaving with paper</p>	<p>Weaving using paper            Collage            Sort according to specific qualities (texture, length, colour)            Think about how textiles create things (clothes and materials)</p>
Pattern	<p>Create irregular painting patterns</p>	<p>Create repeating patterns            Create irregular painting patterns            Explore simple symmetry</p>	<p>Have an awareness and discussion of patterns            Create repeating patterns            Explore symmetry</p>
Colour	<p>Use primary colours            Name some colours correctly            Experiment with mixing colours</p>	<p>Use primary colours            Name colours            Experiment with mixing colours            Know the names of different tools that bring colour</p>	<p>Name all the colours            Mix secondary colours            Group colours by shade            Apply colour with a range of tools</p>

		Use a range of tools to make coloured marks on a range of surfaces	
Form	Construct, build and destroy a structure Begin to use scissors	Handle, feel and manipulate different materials Construct, build and destroy a structure Shape and model a structure Use scissors with control	Construct Use materials to make known objects for an aesthetic purpose Carve Roll, pinch and knead Roll coils and slabs using a modelling media. Make simple joins

Music Kapow scheme for Reception					
Aut 1	Aut 2	Spr 1	Spr 2	Summ 1	Summ 2
Exploring sound	Exploring sound Musical stories	Musical stories	Big Band	Big Band	Celebration music
<p><b>Exploring sound:</b> To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.</p> <p><b>Communication and Language</b> -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. <b>ELG:</b> Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and</p>	<p><b>Musical stories:</b> To understand that a piece of music can tell a story with sounds To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.</p> <p><b>Communication and Language</b> -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p><b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Big Band:</b> To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.</p> <p><b>Communication and Language</b> -Learn rhymes, poems and songs.</p> <p><b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Celebration music:</b> To know that there are special songs we can sing to celebrate events To understand that my voice or an instrument can match an action in a song To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is 'fast' or 'slow'.</p> <p><b>Communication and Language</b> -Listen carefully to rhymes and songs,</p>		

<p>actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Understanding the World</b></p> <p>-Explore the natural world around them</p> <p><b>Expressive Arts and Design</b></p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p>	<p>-Create collaboratively sharing ideas, resources and skills.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>-ELG:</b> Being Imaginative and ExpressiveGPerform songs, rhymes, poems and stories with others, and- when appropriate - try to move intime with music.</p>	<p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>-ELG:</b> Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p><b>-ELG:</b> Being Imaginative and Expressive</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music</p>	<p>paying attention to how they sound.</p> <p>-Learn rhymes, poems and songs.</p> <p><b>Understanding the World</b></p> <p>-Recognise that people have different beliefs and celebrate special times in different way.</p> <p><b>Expressive Arts and Design</b></p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>-ELG:</b> Being Imaginative and ExpressiveG Sing a range of well-known nursery rhymes and songs.</p> <p><b>-ELG:</b> Being Imaginative and</p>
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			ExpressiveGPerform songs, rhymes ,poems and stories with others, and- when appropriate - try to move in time with music.
<p><b>Intent of Kapow Scheme</b></p> <p><b>Listening:</b>  Responding to music through movement  Exploring the story behind the lyrics or music  Listening to and following a beat using body percussion and instruments  Listening to sounds and matching them to the object or instrument  Identifying sounds that have a high or low pitch  Listening to and repeating a simple rhythm  Listening to and repeating simple lyrics</p> <p><b>Composing:</b>  Playing untuned percussion 'in time' with a piece of music  Selecting objects to use as instruments to represent action and mood  Experimenting with body percussion and vocal sounds</p> <p><b>Performing:</b>  Using their voices to join in with well-known songs from memory  Remembering and maintaining their role within a group performance  Moving to music with instruction to perform actions  Stopping and starting playing at the right time</p>			
<p><b>Links to KS1</b></p> <p><b>Music- Listening- understanding that different instruments make different sounds</b></p> <p><b>Music- Composing- selecting appropriate instruments</b></p> <p><b>Music- Performing- maintaining the pulse</b></p>			
<b>Computing</b>			
Nursery			
To begin using an iPad and press the back button.	To begin using an iPad and press the back button. To explore Mini-mash using an iPad.	To begin to learn how to control a mouse on the computer.	



Reception					
<p>To learn how to use the computers in the classroom safely          To learn how to programme a Beebot          To programme Beebot to reach a simple destination (just forward)          To programme Beebot to reach a destination (to include a turn)          To continue to learn how to use a mouse to control cursor          To use paint programme to draw a picture on Mini Mash with support.          To explore Mini Mash with support.          Ask an adult if I need help.</p>		<p>To use the arrow keys on the keyboard to move around the screen with support          Internet safety          To draw and type name using a simple programme, with support to find the first letter of my name.          To continue to develop fine motor control to use a mouse to control cursor.          To begin to navigate Mini Mash.          To take a photo using a digital device with support          Ask an adult if I need help.</p>		<p>To use the arrow keys on the keyboard to move around the screen.          To take photos using a digital device independently.          To navigate Mini-Mash to locate an intended activity/resource.          To use a mouse to control cursor.          To draw and type name using a simple programme.          Ask an adult if I need help.</p>	
<p><b>Links to KS1</b>  <b>Year 1 PSHE- Health and Wellbeing- Keeping safe online.</b>  <b>Living in the Wider World- Communicating online and using the internet.</b></p>					
<p><b>R.E.</b></p>					
<p><b>Herts agreed syllabus 2023-28</b>  <b>Statutory content at EYFS</b></p>					
<p>Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.</p>					
<p>Nursery Enquiry questions</p>					
<p>Who is Jesus?          Who is God?          What is Harvest?          How do many people celebrate Christmas?          What days are important to me in Autumn?</p>		<p>How does the natural world change during Spring?          What is new life?          How do many people celebrate Easter?          What days are important to me in Spring?</p>		<p>Which people are special to me and why?          Which people are important and how are these different to my special people?          What days are important to me in Summer?</p>	
Reception					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Unit 1          Why is the word God so important to Christians?          (Creation)          (Christianity)</p>	<p>Unit 2          Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)          (Incarnation)          (Christianity)</p>	<p>Unit 3          Being special: where do we belong?          (Thematic)</p>	<p>Unit 4          Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?)          (Salvation)          (Christianity)</p>	<p>Unit 5          Which places are special and why?          (Thematic)</p>	<p>Unit 6          Which stories are special and why?          (Thematic)</p>

**Links to KS1**

**Year 1 RE**

**First enquiry question.**

**Unit 7- Who do Christians say made the world? (Creation Christianity)**

**We will learn about the Christian creation story. We will learn about the key events within the story and be able to retell it using key vocabulary. We will begin to understand that some Christians believe different things about creation. We will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. We will also consider how Christians may act in response to creation and why they may choose to praise God for it.**

**Year 1 RE- Unit 12- How should we care for the world and for others, and why does it matter?**

**Unit 8- Why does Christmas matter to Christians?**

**Year 2 RE- Unit 16- Why does Easter matter to Christians?**

**Unit 13/14 - What is the 'good news' that Christians say that Jesus brings?**

**Unit 18- What makes some places special to believers? (Which places are important to many Sikh people and why?)**

